



## Happy Stars

Inspection report for early years provision

<b>Unique Reference Number</b>	EY335593
<b>Inspection date</b>	07 November 2006
<b>Inspector</b>	Kathryn Margaret Clayton
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<b>Registered person</b>	Happy Stars
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Happy Stars is a privately owned day nursery. It is located in Scunthorpe, North Lincolnshire. Children are mostly cared for on the ground floor of the premises; however, school-aged children receiving after school care or holiday care use a playroom on the first floor. There are two outside play areas. The nursery offers care to 52 children aged from two to under eight years and there are currently 68 children on roll, including 18 who receive nursery education funding. Children who have learning difficulties and disabilities also attend the setting. The nursery is open on Monday to Friday from 08.00 to 18.00, all year around apart from public holidays. There are 15 qualified staff employed, all of whom hold a relevant childcare qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy the benefits of regular outdoor play. They use a suitable range of equipment, such as slides, a climbing frame, scooters and bikes in the outdoor play areas. Staff ask parents to provide wellington boots to allow children to be able to play outside in all weather conditions. Children who attend the out-of-school club have opportunities to use a nearby field; this gives them more space for playing ball games. Children's health within the setting is appropriately supported in most areas because staff follow suitable practices in most of their daily routines. For example, children are effectively encouraged to wash their hands before they eat, and the tables are thoroughly cleaned before being used at mealtimes. The procedure followed when staff change children's nappies is not always effective in promoting children's health, as nappies are disposed of in an open-topped bin and the changing mat is not always appropriately cleaned between nappy changes.

Children start to learn about the importance of a healthy diet. They are offered a variety of healthy snacks during the day and home-cooked, nutritious, well-balanced, freshly prepared meals at lunchtime. Snacks included cereal, toast, fruit and vegetables, with milk or juice. Children enjoy hot meals, such as ham and broccoli pasta bake with a jam roly-poly pudding. Children's health is protected because many staff maintain a current understanding of first aid procedures and understand how to correctly deal with minor accidents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a bright and welcoming environment where their work is attractively displayed. The areas used by children are appropriately maintained and clean to a suitable standard. Children who attend the out-of-school club benefit from having a comfortable, designated room that is solely for their use. Children remain safe in the setting because there are effective security procedures for their arrival and departure. All areas of the nursery are carefully risk assessed and checked for safety by staff before children attend.

Children can choose from a suitable range of well-organised resources around the playroom. These are clearly labelled with photographs and, therefore, are easily recognisable. This helps to promote children's independence as they are able to pack away the toys they use. Children who attend the out-of-school club choose freely from a suitable range of toys and equipment, such as a large play castle, board games and puzzles. They remain safe and are protected in the setting because many staff have undertaken child protection training and are aware of the need to report any concerns they may have about a child. Children start to gain some understanding of managing their own safety when taking part in the monthly evacuation of the premises.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled and happy and enjoy their time in the nursery. Staff provide a stable routine and plan a suitable range of varied activities. For example, they enjoy using the trampette, sand and water play, exploring paint, weekly baking activities and role play. Children who are aged two play happily together and cooperate well with the calm support of staff. Children who attend the out-of-school club benefit from a free choice in play and enjoy activities, such as making craft items and playing board games. All children enjoy visits to the park and going on walks locally. Although staff plan appropriate activities for two-year-olds in line with the 'Birth to three matters' framework, they do not currently observe and record children's progress. Therefore, there is no information to help staff to plan the next step for children's play, development and learning.

### **Nursery Education**

The quality of teaching and learning is good. Staff plan a well-organised programme of activities and understand what they are expecting children to learn as they play. Children's individual learning is taken into account as staff identify targets for children to work towards. Children are settled and confident and follow instructions well. They show good levels of independence, for example, when they choose their own snack. Children are proud of their achievements; they approach staff confidently, for example, to show them a hedgehog they have made out of play dough. Children cooperate well with activities, such as making collage pictures. They are interested in the wide range of activities available to them. Staff make good use of opportunities to challenge children to think, therefore promoting their learning. One example of this is when children are challenged to follow a sequence when bathing a baby doll.

Many children enjoy 'acting out' stories as part of a group activity, although they do not show much interest in books during free play sessions. Many children speak clearly and confidently. They are happy to share their news about what happened on bonfire night and are effectively encouraged by staff to use descriptive language as they talk about their experiences. Many children aged three and four can recognise their own names and are starting to form recognisable letters. Staff use these opportunities to help children to link letters to sounds. Children are able to discuss what they are going to do, for example, when making a face collage. Although children respond well to instructions, they do not always listen attentively at group time.

Many children count confidently to at least seven, for example, when counting the number of girls and boys present. They can recognise some numerals and basic shapes. Children are becoming aware of solving simple problems. For example, a three-year-old is aware that he needs three more pieces of track to be able to finish making a road. Children enjoy good opportunities to become aware of shapes by taking part in activities, such as wrapping presents, construction and shape games. Children confidently talk about weather conditions; they are aware it is foggy and cloudy. They have planned opportunities to explore the natural world; for example, when going on walks children look carefully at spider webs and autumn leaves.

Children move confidently and negotiate space well. They have opportunities to develop skills using large and small equipment, such as climbing frames, balls and hoops. Children show good

control when using glue sticks, scissors and pencils. They enjoy good opportunities to explore colour and texture through activities, such as making collage, and they have access to a wide range of materials. Children are very enthusiastic and persevere for some time when taking part in creative activities, such as making roll ball prints. They use their imagination well, for example, as they bath and dress their baby dolls.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed warmly. They are cared for by staff who understand and meet their individual needs and, therefore, they are settled and happy to attend. One example of this is when children are able to rest on comfortable mats in accordance with their own sleep patterns. Children gain a sense of belonging to part of a group as they sit together and sing a welcoming morning song. They are consistently praised by staff, for example, when they recognise their own names. Staff are good role models who encourage good behaviour in children, and if necessary use appropriate strategies, such as offering an explanation about why a particular type of behaviour is unacceptable. This helps to teach children about appropriate boundaries. Children who have learning difficulties or disabilities are well supported in the setting. Key staff work closely with the local authority to identify targets for children to work towards, and strategies to support the inclusion of all children. Children's spiritual, moral, social and cultural development is fostered.

Friendly relationships with parents are apparent, therefore contributing to children's well-being. The partnership with parents and carers is good. Parents are given verbal feedback at the end of each day about their child's time at the nursery. There is very useful information about the Foundation Stage curriculum displayed around the setting. This helps parents to be more aware of the learning opportunities available to children. Parents are kept well informed through regular newsletters, parents' evenings and an informative welcome booklet. Planning is clearly displayed and parents are informed that they can see their child's key worker to discuss their progress at any time. Ideas for activities that can be done at home are available to parents. This helps to further promote the positive link between nursery and home.

### **Organisation**

The organisation is satisfactory.

Children are cared for by a well-qualified staff group who receive good support and development opportunities. There are satisfactory appointment procedures in place and a clear induction for new staff members. However, staff caring for the younger children are not always effectively deployed. For example, during outdoor play sessions not enough staff work directly with the children. Children have enough space indoors to comfortably play, rest and eat. There is a good range of policies and procedures in place to support the smooth running of the nursery.

The leadership and management of the nursery education is good. Management make sure all staff working with the nursery education funded children have good training opportunities related to the Foundation Stage curriculum. Good team work is apparent with regard to planning, as all staff have input through team meetings. Management are good role models who work

directly with the children. They continually evaluate the educational provision effectively, for example, by monitoring the children's assessment files. Management show a commitment to the ongoing development of the setting and work closely with the local authority to ensure continual improvement. All staff work well as a team to plan and assess children's progress. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure hygienic procedures are followed when changing nappies
- observe and record children's progress and use this information to plan the next steps for children's play, development and learning
- ensure staff are deployed appropriately so that enough staff work directly with children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage children to listen attentively at group time
- develop children's interest in books and stories during free play sessions.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)